

Course Critical Assessments Introduction

The College of Education and Health Professions helps ensure its academic excellence by maintaining a culture of assessment and continuous improvement. Continuous improvement is a requirement of the Georgia Professional Standards Commission (GaPSC), Council for the Accreditation of Educator Preparation (CAEP), Southern Association of Colleges and Schools (SACS), and other regulatory agencies.

The course critical assessment initiative (a.k.a. GaPSC Program Choice Assessment) is a component to the college's focus on academic excellence and provides additional evidence for continuous improvement. **These assessments measure documented selected student learning outcomes to improve student achievement. This initiative is underway, reaffirmed and should be substantially completed by 2021.**

Guidelines for Creating and Sustaining Course Critical Assessments

It is important that the process for creating and sustaining *course-based critical assessments* is a collaborative effort by program faculty.

- ✚ Each course critical assessment should have a detailed purpose statement explaining why and how it was developed, appropriate standards, scoring instructions, intended use for the assessment, how the assessment aligns with and measures the program and course learning outcomes, etc.
- ✚ The assessment must include instructions for the student and an explanation of how the assessment results are used in reaching conclusions about the student's progression.
- ✚ The grading rubric must align with the aspects of the purpose statement.
CAEP Rubric: <http://caepnet.org/~media/Files/caep/accreditation-resources/caep-assessment-tool.pdf?la=en>
- ✚ A course critical assessment should be relevant to the *course*; meaning, it should represent a meaningful portion of the final grade; i.e., 15-25% AND relate to at least one significant learning outcome of the course. This meaningful portion of the final grade will be Included in the purpose statement and syllabus.

The same course critical assessment is used regardless of when and/or by whom the course is taught.



- ✚ The course critical assessments and revisions should be approved by program faculty, endorsed by the program coordinator, and signed-off on by the department chair. [Building Content Validity \(Expert Agreement\)](#) A record of existing critical assessments for each course will be kept by the department chair and a central location for continuity.
- ✚ The course critical assessment approval process should include a stipulation that when there is a change to an existing course critical assessment, the assessment must go through the usual approval procedure by program faculty.
- ✚ The rubric and its use should be clearly communicated. It should be clear as to what is being measured and how it is scored. Important here is to ask the question: Could another instructor understand the assessment and do a good job of using this rubric in the course? [Building Reliability](#)
- ✚ Guideline Summary Statement: These assessments should be valid. **Content Validity/Expert Agreement** is built through the course critical assessment collaborative approval process and expert agreement. The rubric and associated guidelines should be such that a professional could reasonably infer that **reliability** will be established over time. [Building Reliability Over Time](#)